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ABSTRACT

A survey was conducted to determine the characteristics and opinions of the non-persisting students at Moraine Valley Community College. A random sample of 500 non-persisting students was selected, with equal numbers of full-time and part-time ex-students. Separate questionnaires were used for non-persisting full-time and non-persisting part-time students. A total of 227 students (45%) returned the questionnaire following two attempts. A sample of non-respondents was telephoned and their answers compared with those of the mail respondents. Demographic variables were taken from the student record files. Among the results were the following: (1) higher retention occurs within an academic year (fall to spring) than between academic years; (2) although retention rates remain stable, the number of students lost increases each semester; (3) 9% subsequently re-enrolled two semesters later; (4) full-time non-persisters gave transfer or goal achievement as the principal reason for not returning, which part-time non-persisters most often indicated personal reasons for not returning; (5) full-time non-persisters cited "transfer to another college" as their goal, while part-time non-persisters were almost equally distributed among the 5 categories of educational goals; (6) no relationship existed between the number of hours a student was employed and his goal accomplishment; (7) understanding and implementation-oriented instruction received higher evaluations than did dissemination-oriented instruction. (KM)

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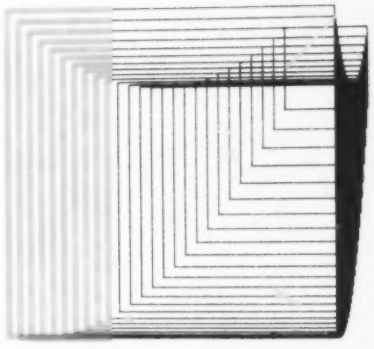
# NON-PERSISTING STUDENT FOLLOW-UP



MORAINE VALLEY COMMUNITY COLLEGE
10900 S. 88th AVENUE
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■

MARCH 1973

JC 730 158

## PREFACE

This report by the Follow-Up Study Committee is the third report on students who no longer attend Moraine Valley. The first follow-up report was published in June, 1971; the second was published in July, 1972.

This report is a result of a survey of non-persisting students who were enrolled for spring, 1972, but who did not re-enroll for fall, 1972. A group of students who enrolled for spring, 1972, and who re-enrolled for fall, 1972, was surveyed. Comparisons between non-persisters and persisters will be described in a report issued at a later date.

The study was conducted by the Office of Institutional Research. Members of the Follow-Up Committee are:

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Julian Glomb, Director of Transfer Programs
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Lynn H. Willett
April, 1973

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## I. Highlights

A. Higher retention of MVCC students occurs within an academic year (fall to spring) than between academic years (spring to fall). (See page 4.)

B. Although retention rates remain stable, the number of students lost increases each semester. (See page 5.)

C. Nine per cent of the non-persisting students subsequently re-enrolled two semesters later. (See page 5.)

D. Non-persisters gave different reasons for not returning. Non-persisters who had been full-time students gave transfer or goal achievement as the principal reason for not returning. However, non-persisters who had been part-time students most often indicated personal reasons for not returning. (See page 7.)

E. Non-persisters differed on their educational goals. Non-persisters (full-time) cited "transfer to another college" as their goal. In contrast, non-persisters' (part-time) responses were almost equally distributed among the five categories of educational goals. (See page 10.)

F. Students who have accomplished their goals tend to drop out after the end of the semester, but students who were unable to accomplish their goals drop out before the end of the semester. (See page 12.)

G. No relationship existed between the number of hours a student was employed and his goal accomplishment. (See page 14.)

H. In a ranking based on the percentages of "highly effective" responses, understanding- and implementation-oriented instructiona. methods received higher evaluations than did dissemination-oriented instructional methods. (See page 15.)

I. In a ranking based on the percentages of "excellent" responses, counseling and faculty-staff availability received the highest evaluations from non-persisters (full-time). However, non-persisters (part-time) evaluated faculty-staff availability the lowest of six MVCC aspects. (See page 17.)

## II. Institutional Recommendations

To increase retention, the following institutional recommendations based on data from the Follow-Up of Non-Persisting Students are offered:

A. Encourage students who intend to major in a discipline for which MVCC has a transfer program to complete an MVCC associate degree.

B. Re-attract non-persisting students who are not attending an educational institution. Inform these students of new college offerings and of up-coming registration dates.

C. Conduct in-depth exit-interviews to determine why students are leaving and to help students re-evaluate their educational goals.

D. Determine if present tuition payment policies discourage students from continuing at MVCC, and notify students who have not registered that they can still register at a later date.

E. Inform students of the repercussions of dropping out of college without formally notifying MVCC.

F. Re-determine at each registration, the student's educational goal and add this to the student's record file. (This information would assist counselors in determining the educational goal status of their students and would be useful in follow-up studies.)

G. Suggest that instructors:

1. Offer early semester activities which enable students to experience success, i.e., a passing grade.

2. Promptly notify counseling of students who did not attend classes during the first week of the term.

3. Confer as soon as possible with students who are missing assignments and/or are failing.

4. Contact students who miss several consecutive classes.

5. Emphasize understanding- and implementation-oriented methods of instruction rather than dissemination-oriented teaching.

6. Try to be available for individual conferences at times which are convenient for part-time students, e.g., just before, during or after class.

## III. Purpose and Objectives

After each semester a questionnaire is mailed to students who had been enrolled but who subsequently did not re-enroll the following semester. The survey is designed to determine the characteristics and opinions of the non-persisting students. Specific questions which guided the investigation were:

A. What reasons do students give for not re-enrolling?

B. What are MVCC student retention trends?

C. How do non-persisting students evaluate MVCC strengths and weaknesses?

D. What are the non-persisting students' present activity, future educational and vocational plans?

E. What demographic variables are related to non-persistence?

## IV. Procedures

This study was carried out during the fall semester, 1972. Non-persisting students at MVCC are defined as full- or part-time students (excluding continuing education students) who were enrolled one semester but not re-enrolled subsequently. Students who graduated were not included in the study.

Survey instruments were developed for non-persisting students who had attended MVCC full-time (carrying more than 12 semester hours) and for non-persisting students who attended MVCC part-time (carrying 12 hours or less). (See Appendixes A-B for cover letters and instruments.)

A random sample of 500 non-persisting students was selected. The sample included 250 full-time non-persisting students and 250 part-time non-persisting students.

Two questionnaire mailings were used. Students who did not respond to the first questionnaire mailing were sent another questionnaire 10 days after the first mailing. A total of 227 students returned the questionnaire. This represents a total response rate of 45.4 per cent.

A sample was taken of students who had not responded to the questionnaire mailings. These students were telephoned and were asked several questions taken from the questionnaire. Responses of the part-time non-persister telephone respondents were similar to the part-time mail respondents. However, responses of full-time non-persister telephone respondents were significantly different in two categories (goal accomplishment and evaluation of MVCC aspects) from the full-time non-persister mail respondents. Only the responses of the part-time non-persisters can be considered characteristic of the entire part-time non-persisting population. Full-time non-persisters' mail responses may be different from those who did not respond.

Demographic variables (e.g., age, sex) were retrieved from the MVCC student record file and were coded into student response cards. Cross-tabulations were performed on the demographic characteristics. These characteristics also were used in analyzing the questionnaire responses.

## V. Review of Literature

Many factors account for high dropout rates, and the dropout literature has a number of contradictory research findings. Monroe (1972) reports that sex and age variables have little effect on attrition. Factors significant in identifying dropout students are academic ability, degree motivation and financial ability. However, Roueche (1967) concludes from his review of several studies on community college dropouts that academic ability scores appear to be of no value in predicting dropouts. Brightman (1967) found that younger students have a greater

propensity to continue in college than do older students. Kievit (1971) compared dropouts' personality needs in occupational curricula with those of students who graduated from similar programs. Students who graduated did not differ significantly in personality variables from those who dropped out. However, Kievit found that the dropouts had lower mean scores on factors related to intellectual orientation than did graduates.

## VI. Profile of Non-Persisting Student

A total of 1,521 students who enrolled for spring, 1972, but not for fall, 1972, were identified. The following characteristics describe a typical non-persisting MVCC student: (Specific data breakdowns appear in Appendix C.)

- Male
- 19-21 years old
- Freshman class
- Enrolled in a transfer program
- Graduated from a local, public high school
- Earned less than 3.00 grade-point-average
- Took less than 12 semester hours

## VII. Retention

A. What is the retention trend at MVCC for the last eight semesters?

B. Are there retention differences between various semesters?

C. How do MVCC retention rates compare to national retention rates?

D. Is MVCC losing more students each semester?

E. What percentage of the persisting and non-persisting students re-enroll two semesters later?

F. What is the revenue loss to MVCC from attrition?

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Figure 1 displays the trend of MVCC's retention rate over the past eight semesters. Percentages reported for each semester are based on the number of students enrolled (at the end of the second week after registration) for that semester and the number who subsequently re-enrolled.

Retention patterns for the eight semesters are remarkably similar. Retention rates within an academic year (fall to spring) are consistently higher than the retention rates between academic years (spring to fall).

Comparison of MVCC retention rates with national figures for other community colleges is not possible because of the varying definitions of "dropouts" used at other colleges. Monroe (1972) stresses the need for dropout definitions which are relevant to community colleges:

> "...in a community college where students come for vocational purposes which can be met in less than two years, students who leave early should not be classified as failures."

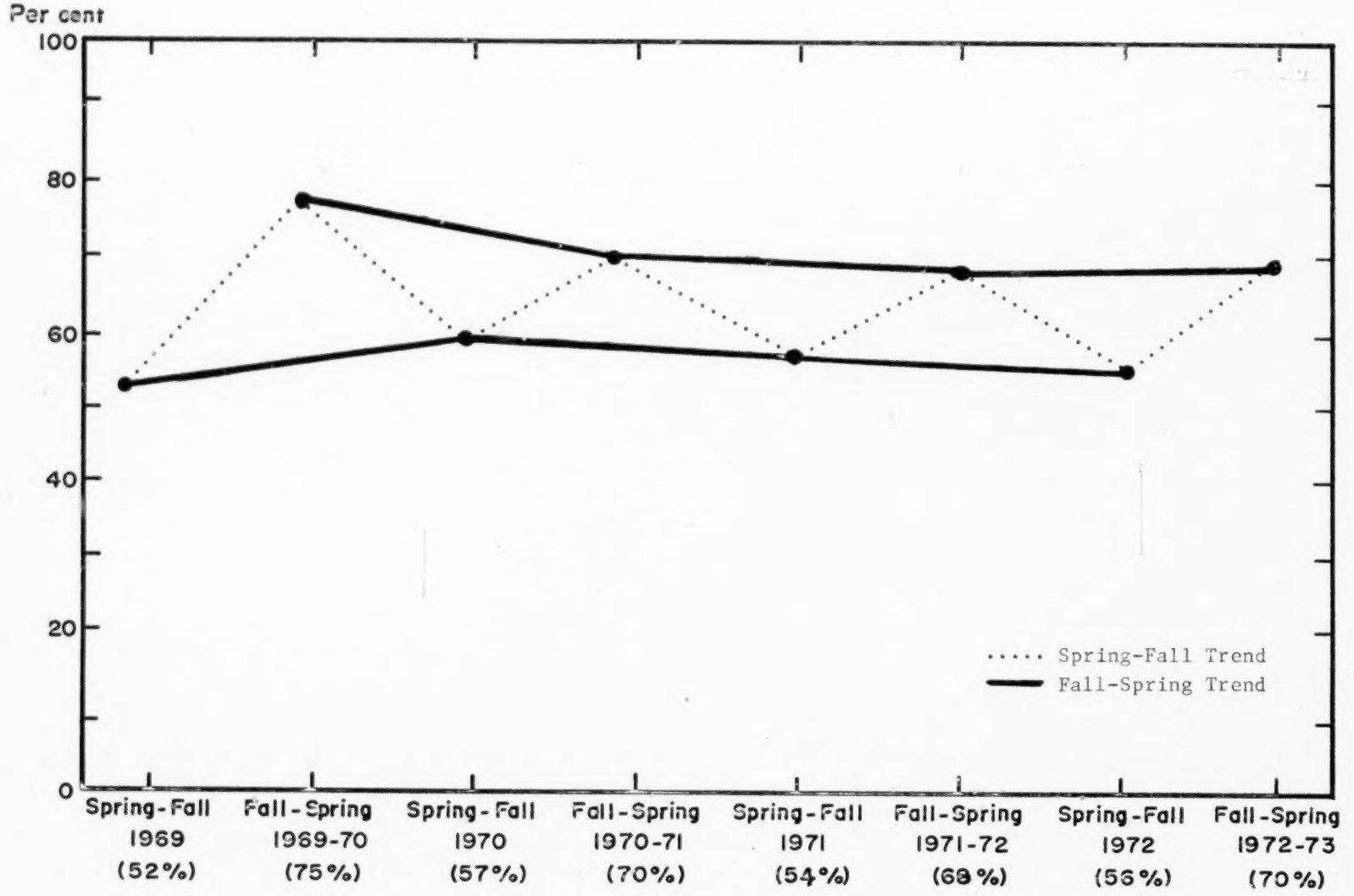
Although the retention percentages remain stable, the loss in total numbers of students increases each semester because of increased enrollment. For example, 70 per cent of 1,000 students is 700 students retained (or 300 students lost), and 70 per cent of 2,000 students is 1,400 students retained (or 600 students lost).

Students who were identified as persisting or non-persisting students from spring to fall, 1972, were compared with the enrollment two semesters later, in spring, 1973. Seventy-nine per cent of the students who persisted to fall, 1972, persisted to spring, 1973. Nine per cent of the students who did not persist in fall, 1972, re-enrolled in spring, 1973.

As a result of attrition, each year MVCC loses revenue. For each student enrolled at MVCC, the institution realizes two sources of income: tuition ($10 per credit hour) and state reimbursement ($16.50 per credit hour and $2.50 per credit hour for credit in occupational programs). The total dollar loss to the institution as a result of the 44 per cent attrition between spring and fall, 1972, was about $340,000.

Figure 1

Trend of Student Retention for Eight Semesters



VIII. Reasons for Not Returning

A. What reasons do students report for not returning to MVCC?

B. Are the reasons given by the present group of non-persisters consistent with reasons given by previous MVCC non-persister groups?

C. Do full- and part-time students report similar reasons for non-persistence?

D. What relations s exist between demographic variables and reasons for non-persistence?

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Table 1 displays a list of reasons for leaving college. This list is a revision of lists of reasons which appeared in previous MVCC non-return studies. In an effort to develop a shorter questionnaire, personal reasons for not returning were combined into one item. Students were asked to report the "importance" of each listed reason for their not returning to MVCC.

For full-time students who did not persist, Table 1 displays a rank ordering of the reasons for not returning based on the percentage of "very important" and "important" responses of the items. "Transferred to another college" and "achieved personal or educational goal" were most frequently indicated as reasons for not returning to MVCC.

Reasons given are "student-centered" rather than "college-centered." "Desired courses not offered" was the only college-centered item among the first seven. A similar response pattern was found in earlier MVCC studies (Moraine Valley, 1971, 1972).

Part-time students who did not persist were asked to indicate one of five general reasons for their not returning to MVCC (Table 2). Part-time students who persisted most often indicated "personal" reasons for not returning. Reasons in the "other" category were second in frequency. Students who specified "other" reasons tended to indicate reasons similar to those listed in Table 1. Compared with full-time persisters, a small percentage of part-time persisters indicated that they had "achieved their personal or educational goal."

Demographic characteristics of part-time non-persisters did not relate to their reasons for not returning. For full-time non-persisters, several demographic variables did relate to reasons for leaving. The more hours a student accumulated while attending MVCC, the higher the probability he would attend another college or university. High percentages of students who had accumulated less than 30 hours were not attending another school.

Almost half of the non-goal achieving students dropped out prior to the conclusion of the semester. Students who accomplished their goals terminated their MVCC activity after the semester. Eight of every 10 non-persisters who reported they had achieved their goals reported

"transfer to another institution" as the reason they left MVCC. Students not achieving their goals tended to report "personal"-type reasons for not returning. Also, many of the non-goal achievers reported that they had changed their career goals.

The following demographic variables were found not to be related to the full-time non-persisters' reasons for leaving:

A. When the student stopped attending classes and any reason for leaving.

B. Number of hours worked and any reason for leaving.

C. Present educational activity and any reason for leaving.

Table 1

Full-Time Non-Persister Reason for Leaving (In Per Cent)

| Rank | Reason for Leaving | Very Important & Important |
|---|---|---|
| 1 | Achieved personal or educational goal | 62% |
| 2 | Transferred to another college | 57 |
| 3 | Personal (e.g., financial, health, job conflict, military draft, family responsibilities) | 46 |
| 4 | Desired courses not offered | 37 |
| 5 | Change in career goal | 36 |
| 6 | Dissatisfaction with chosen program | 27 |
| 7.5 | Lack of interest in college | 23 |
| 7.5 | No clearly defined goal | 23 |
| 9 | Poor college social life | 20 |
| 10 | Classes not offered at convenient time | 19 |
| 11.5 | Found study too difficult | 12 |
| 11.5 | Low grades | 12 |

N = 107

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Table 2

Part-Time Non-Persister Reason for Leaving

| Rank | Reason | Per Cent |
|---|---|---|
| 1 | Personal | 50% |
| 2 | Other | 25 |
| 3 | Achieved personal or educational goal | 12 |
| 4 | Moraine Valley (e.g., course not offered at convenient time) | 7 |
| 5 | Transferred to another college | 6 |
| | | 100% |

N = 107

IX. Educational Goal

A. What are the goals of full- and part-time non-persisters?

B. Do full- and part-time non-persisters express different goals?

C. Do non-persisters accomplish their stated goals at MVCC?

D. Are demographic variables related to expressed goals and their accomplishment?

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Both full- and part-time students were asked to report what their educational goals were while attending MVCC. Full-time non-persisters (Figure 2) differ significantly from part-time non-persisters in their expressed goals. Transfer to another college or university was cited most often by full-time non-persisters. However, part-time non-persisters' responses (Figure 3) revealed little agreement on educational goals. Although previous MVCC attrition studies did not differentiate between full- and part-time non-persisters, previous response distributions were similar to those tabulated for part-time students in this survey.

While at MVCC, more than half the full-time non-persisters reported accomplishing their goals and less than half the part-time non-persisters accomplished their goals. Brightman (1972) found in his attrition study that most dropouts report a long-range goal of a college degree, but he found that few of these students named a specific short-term goal.

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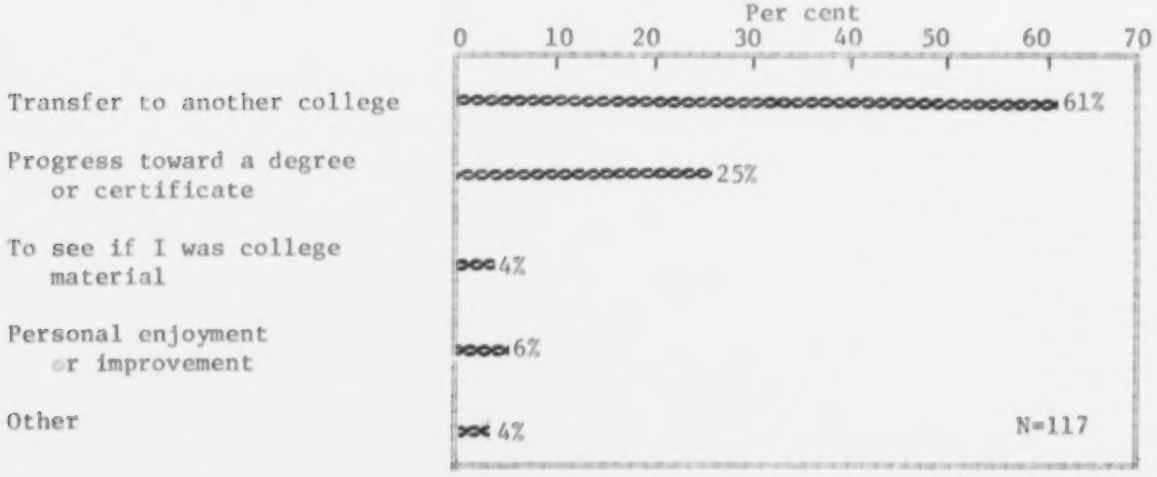
Figure 2

Full-time Non-Persisters' Educational Goal



Part-time non-persisting students' goals and goal achievement were related. Two of every three students whose goals were "personal enjoyment, job improvement or job skills" accomplished their goals. Part-time students reporting goal non-achievement had goals of "transfer" or "degree progress."

Full-time non-persisting students' goals and goal achievement were related. Two of every three students who came "to see if I was college material" or for "personal enjoyment" accomplished their goals. One of every two students who cited "transfer" or "progress toward a degree" accomplished their goals.

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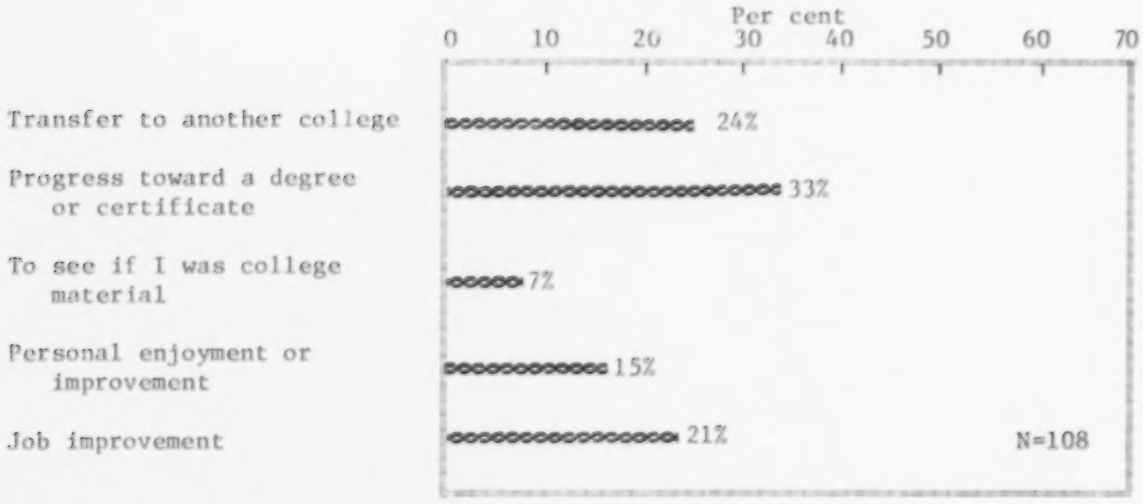
Figure 3

Part-time Non-Persisters' Educational Goal



X. When Stopped Attending Classes

A. At what time in the semester does a student decide to leave?

B. Does a relationship exist between when a student leaves and goal accomplishment?

C. Does a relationship exist between when a student leaves and number of cumulative hours (freshman-sophomore), major area and reason for leaving?

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Most students reported dropping out of MVCC after the completion of the semester (Figure 4). A similar response distribution was evident in the previous study (Moraine, 1972). However, one cannot assume that all students in the 1973 study completed their course requirements. Many of these students may have received "X" grades.

A relationship exists between the time a student leaves and whether he accomplishes his goal. Nearly one of every two full-time non-persisting students who did not accomplish their goals dropped out before the end of the semester. Nine of every 10 students who reported that they accomplished their goals completed the semester.

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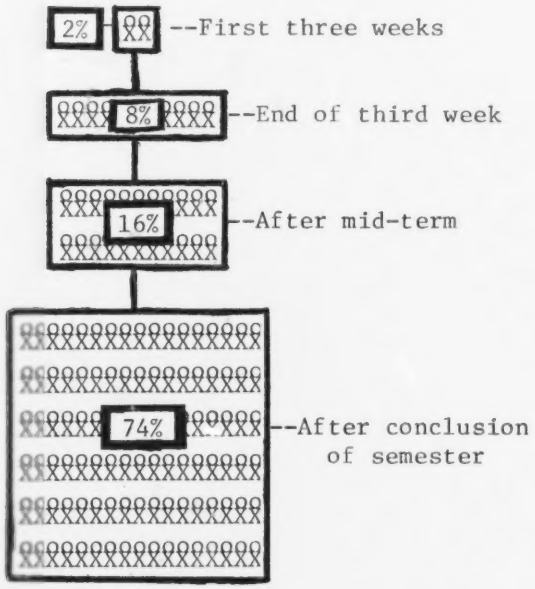
Figure 4

When Full-time Non-Persisters
Stopped Attending Classes




N=112

XI. Present Educational Activity

A. What is the present educational activity of the non-persisters?

B. Does a relationship exist between present educational activity and stated goal?

C. Does a relationship exist between present educational activity and reason for leaving?

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Almost half the full-time non-persisters are attending another college (Figure 5). More than a third of the former students are not presently in school. Data were not gathered on this item for part-time non-persisters.

A relationship existed between present educational activity and reason for leaving. Most who reported transfer to another college as a "very important" reason for leaving are presently attending another college.

A relationship existed between students' educational goals and present activities. Most of those presently attending another institution stated that transferring was their goal.

No relationship existed between present educational activity and reason for leaving. Students continuing their education at another institution did not report any particular reason for leaving more often than did students who are not presently attending a school.

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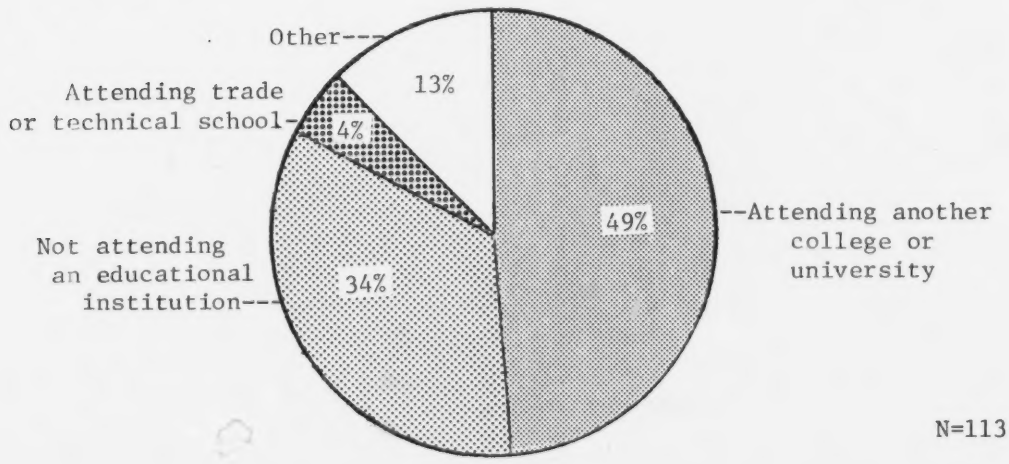
Figure 5

Full-time Non-Persister's Present Educational Activity



XII. Hours Employed

A. How many hours a week were full-time non-persisters employed?

B. Does a relationship exist between number of hours worked and reasons for leaving?

C. Does a relationship exist between number of hours worked and goal attainment?

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Almost half the full-time non-persisters worked 20 hours or more a week (Figure 6). Compared with the 1972 non-return study, a higher percentage of students in this study worked less than 20 hours a week. However, almost one of every two students worked 20 hours or more a week.

No relationship existed between number of hours employed and reasons for leaving. For example, students who worked 40 hours a week did not report any particular reason for leaving more often than did those students who worked less than 10 hours per week.

No relationship existed between number of hours employed and goal attainment. Students who did not achieve their goals were not employed any more hours per week than students who did accomplish their goals.

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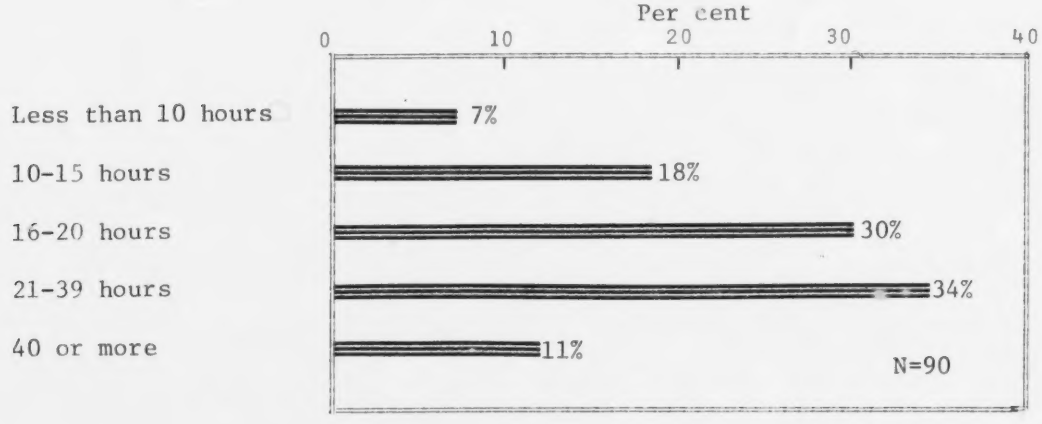
Figure 6

Full-time Non-Persisters Hours Worked Per Week



XIII. Evaluation of Instructional Methods

A. What teaching methods were evaluated the highest?

B. What is the relationship between the methods scale score and selected variables?

C. What is the relationship between selected variables and specific instructional methods?

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Using the percentage of "highly effective" responses as the criterion for ranking, "understanding and implementation" instructional methods (e.g., lab and discussion-seminar) received higher evaluations from full-time non-persisters than did the "dissemination-oriented" instructional methods. (See Figure 7.) A similar result was found in an earlier MVCC non-return survey (1972).

When "highly effective" and "effective" responses were combined, traditional instructional methods (e.g., lecture, movies) were evaluated higher than innovative methods (e.g., self-paced, auto-tutorial, team teaching).

No significant relationships existed between the scale score (composite value for all the items) for the nine instructional methods, the demographic variables and the following questionnaire items: goal, goal achievement and when they stopped attending classes.

Selected variables were cross-tabulated with specific instructional methods. No significant relationships were found between the other variables and the methods. For example, "lack of interest in college" was not related to any of the methods.

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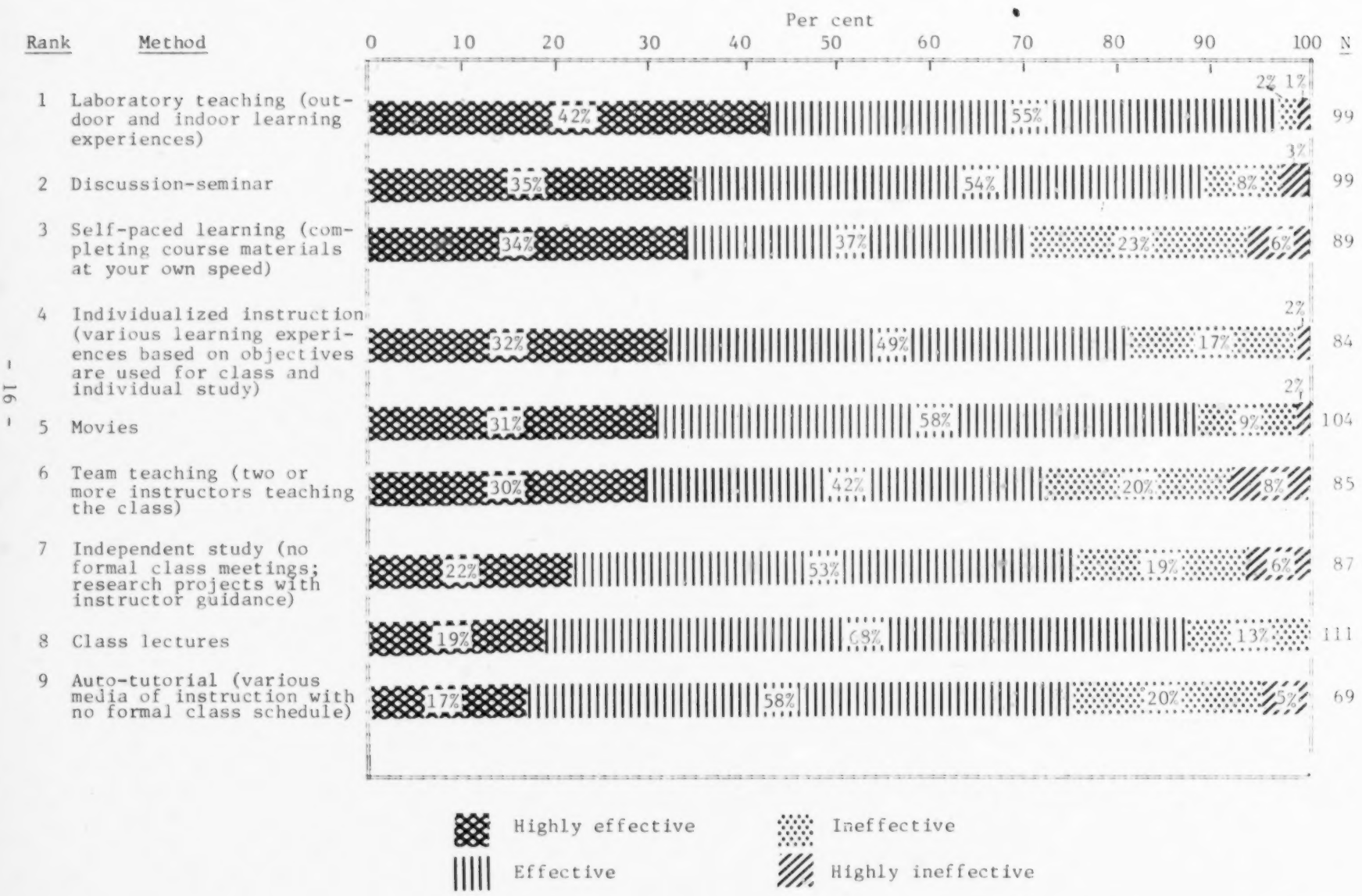
Figure 7

Full-time Non-Persister Evaluation of Instructional Methods



XIV. Evaluation of MVCC Aspects

A. Do full- and part-time non-persisters evaluate MVCC differently?

B. What MVCC aspects are evaluated the highest by non-persisters?

C. Is there a relationship between the scale score and selected variables?

D. Are "reasons for leaving" related to students' evaluations of MVCC aspects?

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Figures 8 and 9 display the responses to various MVCC aspects. The aspects are listed in rank order based on the percentages of "excellent" responses. Totals in the right-hand column are the numbers of students who evaluated each aspect.

Full- and part-time non-persisting students' evaluative responses differed significantly. Full-time non-persisting students rated faculty-staff availability second highest, but part-time non-persisting students evaluated it the lowest.

Equipment for training was evaluated the highest by part-time non-persisters but was evaluated about average by the full-time non-persisting student.

Counseling, faculty and course content received about the same relative rankings.

No significant relationships existed between the scale score (composite value for all items) for MVCC aspects, the demographic variables and the following questionnaire items: goal, goal achievement and when they stopped attending classes.

Selected "reasons for leaving" were cross-tabulated with each MVCC aspect. No significant relationships existed. For example, students who reported "transfer" as their reason for leaving did not evaluate any MVCC aspect differently than did students who reported "personal" reasons for leaving.

Figure 8

Full-time Non-Persister Evaluation of MVCC

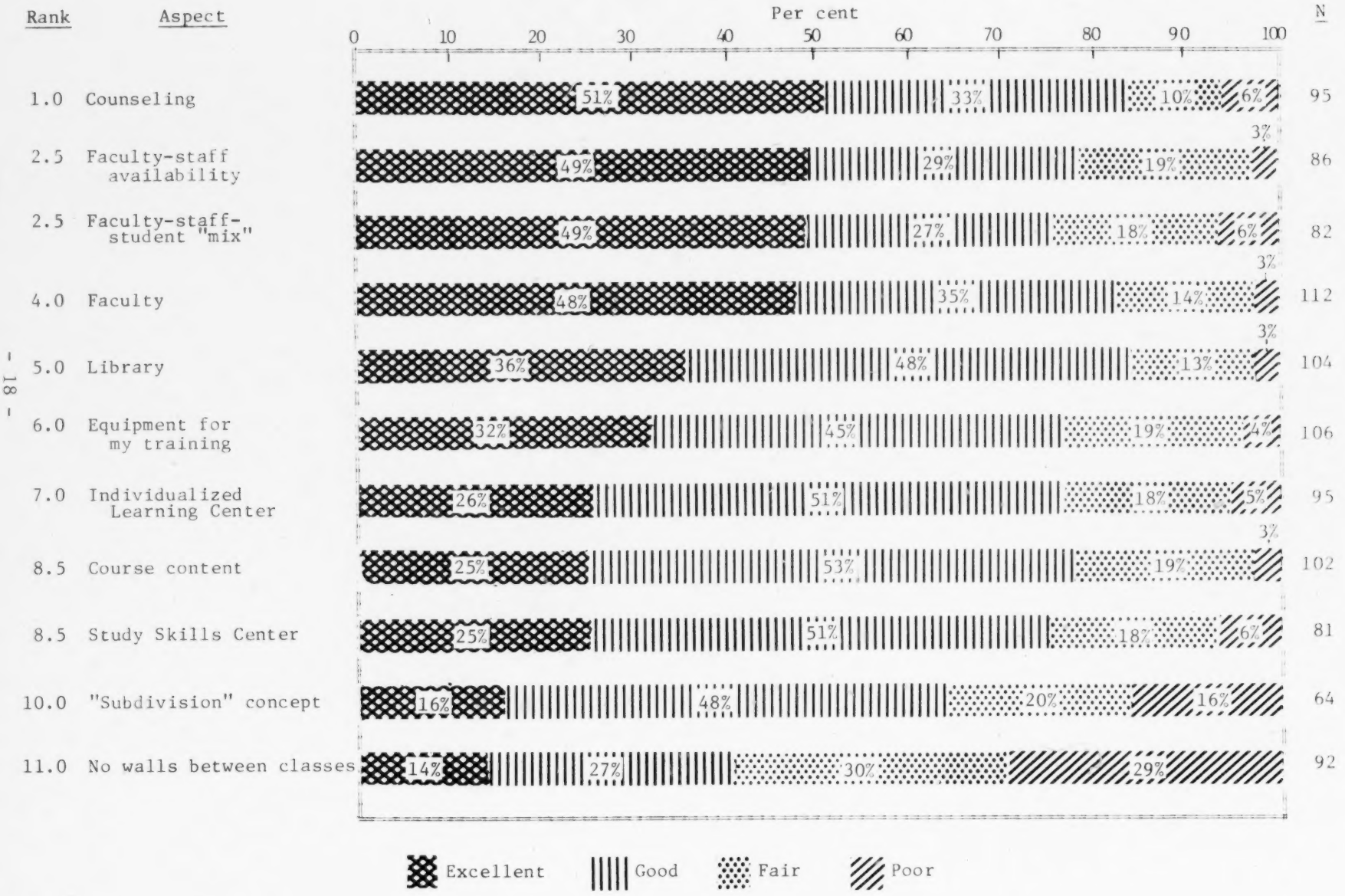
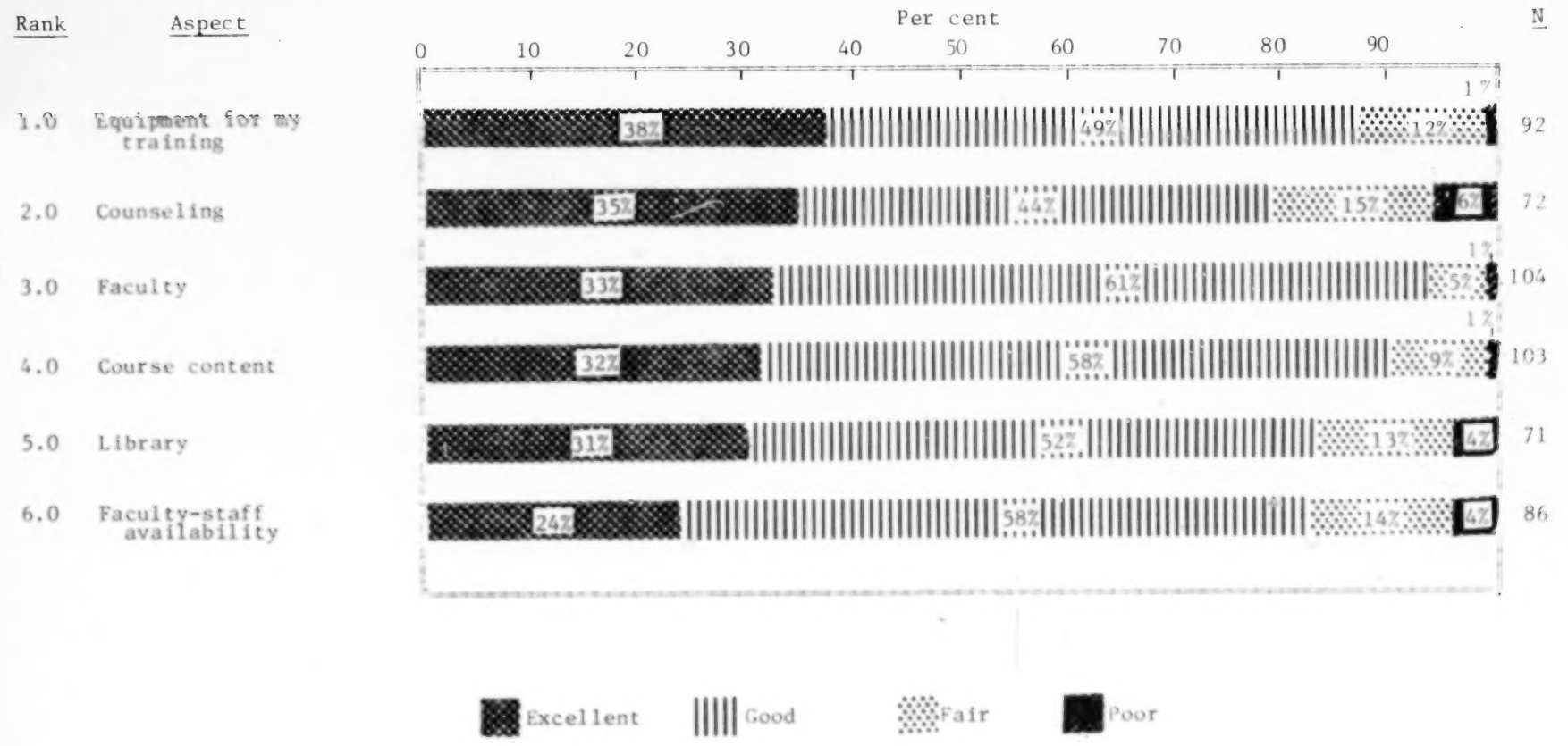


Figure 9

Part-time Non-Persister Evaluation of MVCC



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# APPENDIXES

Appendix A

Cover Letter (for first mailing)

# MORAINE VALLEY COMMUNITY COLLEGE

10900 South 88th Avenue
PALOS HILLS, ILLINOIS
60465

Phone 974-4300
Area Code 312

Dear Former Student:

By taking a few minutes of your time you can provide valuable information which will help us evaluate the college.

Staff at Moraine Valley are interested in learning why you left us. We would like to have programs which encourage students to stay, and we wonder whether or not something here at the college may have brought about your withdrawal.

Please complete the attached questionnaire and return it in the enclosed envelope. We are looking forward to hearing from you.

Sincerely,

Lynn H. Willett

Lynn H. Willett, Chairman
Follow-Up Committee

LHW/st

Enclosures

Appendix A

Cover Letter (for second mailing)

# MORAINE VALLEY COMMUNITY COLLEGE

10900 South 88th Avenue
PALOS HILLS, ILLINOIS
60465

Phone 974-4300
Area Code 312

Dear Former Student:

About a week ago we mailed a questionnaire which gave you the chance to evaluate your MVCC education. We've been wondering why we haven't heard from you.

Perhaps you lost the questionnaire or haven't had the time to fill it out. Your answers are important to us; they'll help us make MVCC a better college.

Enclosed is another copy of the questionnaire. Please complete it today; we'd appreciate it.

Sincerely,

Lynn H. Willett

Lynn H. Willett, Chairman
Follow-Up Committee

LHW/st

Enclosures

Appendix B

Full-Time Student Follow-Up

MORAINE VALLEY COMMUNITY COLLEGE
Former Student Follow-Up

INSTRUCTIONS

Please record your answers on this form and return it in the enclosed envelope.

A. YOUR MVCC ACTIVITY

1. What was your primary educational goal when you enrolled at MVCC? (Circle one letter.)

   a. Transfer to a senior college or university
   b. Progress toward a certificate or degree
   c. To see if I was college material
   d. Personal enjoyment or improvement
   e. Other (specify): _____

2. Did you accomplish the goal you indicated in "1"? (Circle one letter.)

   a. Yes
   b. No

3. When did you stop attending classes? (Circle one letter.)

   a. First three weeks
   b. End of third week to mid-term
   c. After mid-term
   d. After conclusion of semester

4. If you were employed while attending MVCC, about how many hours a week did you usually work? (Circle one letter.) Leave blank if not employed.

   a. Less than 10 hours
   b. 10-15 hours
   c. 16-20 hours
   d. 21-39 hours
   e. 40 hours or more

B. YOUR PRESENT EDUCATIONAL ACTIVITY

5. What is your present educational activity? (Circle one letter.)

   a. Not attending an educational institution
   b. Attending another college or university
   c. Attending trade or technical school
   d. Other

C. REASONS FOR NOT RETURNING

Listed below are reasons for not re-enrolling at MVCC. By circling the appropriate number, indicate the importance of the following reasons for your leaving MVCC.

| | | Very Important (1) | Important (2) | Not Very Important (3) | Not at All Important (4) |
|---|---|---|---|---|---|
| 6. | Transferred to another college | 1 | 2 | 3 | 4 |
| 7. | Personal (e.g., financial, health, job conflict, military draft, family responsibilities) | 1 | 2 | 3 | 4 |
| 8. | Achieved personal or educational goal | 1 | 2 | 3 | 4 |
| 9. | No clearly defined goal | 1 | 2 | 3 | 4 |
| 10. | Change in career goal | 1 | 2 | 3 | 4 |
| 11. | Classes not offered at convenient time | 1 | 2 | 3 | 4 |
| 12. | Found study too difficult | 1 | 2 | 3 | 4 |
| 13. | Desired courses not offered | 1 | 2 | 3 | 4 |
| 14. | Dissatisfaction with chosen program | 1 | 2 | 3 | 4 |
| 15. | Low grades | 1 | 2 | 3 | 4 |
| 16. | Lack of interest in college | 1 | 2 | 3 | 4 |
| 17. | Poor college social life | 1 | 2 | 3 | 4 |

D. EVALUATION OF MVCC

Listed below are a number of aspects of your MVCC educational experience. By circling the appropriate number, evaluate these aspects.

| | | Excellent (1) | Good (2) | Fair (3) | Poor (4) | No Opinion (5) |
|---|---|---|---|---|---|---|
| 18. | Faculty | 1 | 2 | 3 | 4 | 5 |
| 19. | No walls between classes | 1 | 2 | 3 | 4 | 5 |
| 20. | Equipment for my training | 1 | 2 | 3 | 4 | 5 |
| 21. | Course content | 1 | 2 | 3 | 4 | 5 |
| 22. | Library | 1 | 2 | 3 | 4 | 5 |
| 23. | Counseling | 1 | 2 | 3 | 4 | 5 |
| 24. | Programmed Learning Center | 1 | 2 | 3 | 4 | 5 |
| 25. | Study Skills Center | 1 | 2 | 3 | 4 | 5 |
| 26. | Faculty-staff availability | 1 | 2 | 3 | 4 | 5 |
| 27. | Faculty-staff-student "mix" | 1 | 2 | 3 | 4 | 5 |
| 28. | "Subdivision" concept | 1 | 2 | 3 | 4 | 5 |

E. EVALUATION OF INSTRUCTIONAL METHODS

Listed below are methods of instruction used at MVCC. By circling the appropriate number, evaluate each instructional method according to your learning experience.

| | | Highly Effective (1) | Effective (2) | Ineffective (3) | Highly Ineffective (4) | Not Used (5) |
|---|---|---|---|---|---|---|
| 29. | Discussion-seminar | 1 | 2 | 3 | 4 | 5 |
| 30. | Class lectures | 1 | 2 | 3 | 4 | 5 |
| 31. | Independent study (no formal class meetings; research projects with instructor guidance) | 1 | 2 | 3 | 4 | 5 |
| 32. | Team teaching (two or more instructors teaching the class) | 1 | 2 | 3 | 4 | 5 |
| 33. | Laboratory teaching (outdoor and indoor learning experience | 1 | 2 | 3 | 4 | 5 |
| 34. | Individualized instruction (various learning experiences based on objectives are used for class and individual study) | 1 | 2 | 3 | 4 | 5 |
| 35. | Auto-tutorial (various media of instruction with no formal class schedule) | 1 | 2 | 3 | 4 | 5 |
| 36. | Self-paced learning (completing course materials at your own speed) | 1 | 2 | 3 | 4 | 5 |
| 37. | Movies | 1 | 2 | 3 | 4 | 5 |

F. PLEASE RECORD ADDITIONAL COMMENTS YOU MAY HAVE ON THIS SHEET.

Appendix B

Part-Time Student Follow-Up

MORAINE VALLEY COMMUNITY COLLEGE
Former Student Follow-Up

1. What was your primary educational goal when you enrolled at MVCC? (Circle one letter.)

   a. Transfer to another college or university
   b. Progress toward a certificate or degree
   c. To see if I was college material
   d. Personal enjoyment or improvement
   e. Job improvement or job skills

2. Did you accomplish the goal you indicated in the above question? (Circle one letter.)

   a. Yes
   b. No

3. What is your present activity? (Circle one letter.)

   a. Attending another college or university (full-time)
   b. Working full-time
   c. Housewife
   d. Part-time education and employment
   e. Other (specify): _____

4. Which of the following general reasons best describes why you are no longer attending Moraine Valley? (Circle one letter.)

   a. Personal (for example, financial, health, job conflict)
   b. Transferred to another college
   c. Achieved personal or educational goal
   d. Moraine Valley (for example, course not offered at convenient time, faculty) (Please specify): _____
   e. Other (Please specify): _____

5. Listed below are five aspects from your MVCC educational experience. By circling the appropriate number, please evaluate these aspects.

| | | Excellent (1) | Good (2) | Fair (3) | Poor (4) | No Opinion (5) |
|---|---|---|---|---|---|---|
| a. | Faculty | 1 | 2 | 3 | 4 | 5 |
| b. | Equipment for my training | 1 | 2 | 3 | 4 | 5 |
| c. | Course content | 1 | 2 | 3 | 4 | 5 |
| d. | Library | 1 | 2 | 3 | 4 | 5 |
| e. | Counseling | 1 | 2 | 3 | 4 | 5 |
| f. | Faculty-staff availability | 1 | 2 | 3 | 4 | 5 |

Additional Comments: _____

Appendix C

Non-Persister Characteristics

Sex

| | |
|---|---|
| Males | 60% |
| Females | 40 |
| N = | 1,518 |

Age

| | |
|---|---|
| Up to 18 | 3% |
| 19-21 | 54 |
| 22-24 | 17 |
| 25-27 | 10 |
| 28 and up | 16 |
| N = | 1,504 |

Cumulative Credit Hours Taken

| | |
|---|---|
| 1-15 | 53% |
| 16-30 | 21 |
| 31-45 | 12 |
| 46 or more | 14 |
| N = | 1,291 |

Major Area Code

| | |
|---|---|
| Occupational | 23% |
| Transfer | 49 |
| General Studies | 2 |
| Unclassified | 20 |
| Other | 6 |
| N = | 1,521 |

High School Code

| | |
|---|---|
| Local Public | 81% |
| Local Parochial | 18 |
| Other Out-of-District | 1 |
| N = | 1,500 |

Cumulative GPA

| | |
|---|---|
| 3.51-4.00 | 16% |
| 3.01-3.50 | 17 |
| 2.51-3.00 | 17 |
| 2.01-2.50 | 15 |
| below 2.01 | 35 |
| N = | 1,521 |

Credit Hours Attempted

| | |
|---|---|
| .5- 3.0 | 25% |
| 3.5- 6.0 | 20 |
| 6.5-12.0 | 22 |
| 12.5-15.0 | 19 |
| 15.5 and above | 14 |
| N = | 1,521 |

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 27 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION